

Teacher's Efforts To Develop Children's Language Abilities Through Storytelling Method In Paud An-Nur Lebong District

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Abstract

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This study aims to understand teachers' efforts in developing early childhood language skills through the storytelling method at PAUD An-Nur in Lebong Regency. Children aged 5–6 years at this institution exhibit limited language development, such as the inability to narrate stories coherently and low participation in storytelling activities. This research employs a qualitative approach with field research methods. Data were collected through observation, interviews, and documentation involving teachers and early childhood students as the main subjects. The findings show that storytelling is used by teachers to stimulate children's interest in speaking, enrich vocabulary, introduce sentence structures, improve language comprehension, and train storytelling abilities. Despite challenges such as differences in mother tongue backgrounds and low self-confidence among children, teachers manage to overcome these obstacles by creating a supportive learning environment, employing creative teaching strategies, and involving parental support. The storytelling method has proven effective in enhancing children's language abilities

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INTRODUCTION

Early Childhood Education (PAUD) is an important phase in a child's life, because during this period there is very rapid growth and development, both physically and spiritually (Etnawati, 2022). Based on Law No. 20 of 2003 concerning the National Education System Article 1, point 14, PAUD is a development effort aimed at children from birth to 6 years of age through the provision of educational stimulation to help growth and development as a whole. The goal is for children to be ready to enter further education. PAUD does not only focus on cognitive aspects, but also includes the development of language, motor skills, social-emotional, and religious and moral values (Ismawaty & Nuramiza, 2024)

In the context of early childhood development, language is one of the most fundamental aspects. Language allows children to communicate, express thoughts and feelings, and understand the world around them. Children with good language skills tend to have more optimal social and academic development (Kustina et al., 2024). Even from an Islamic perspective, the importance of education, including

the mastery of knowledge—one of which is through language—is emphasized in the Qur'an. In QS. Al-Mujadilah verse 11 explains that Allah will raise the status of those who believe and those who have knowledge. This emphasizes the importance of instilling education, including language, from an early age as the basis for a better life.

In practice, not all children aged 5-6 years experience optimal language development. Research (Herliawati, 2024) shows that there are still many children who experience obstacles such as speech delays, limited vocabulary, difficulty in constructing sentences, or disorders in understanding and using spoken language. Factors such as minimal language stimulation at home, dominance of regional languages, lack of knowledge of parents and teachers, and inappropriate learning approaches also exacerbate this condition (Hamidah & Fauziah, n.d.) Language problems Children aged 5-6 years according to research (Wahyuni & Hasanah, 2023) there are children who experience speech delays and stutter often have difficulty expressing their desires and emotions verbally, with limited mastery of Indonesian vocabulary and unclear pronunciation. They tend to use sign language when communicating, repeat sounds or syllables especially at the beginning of sentences, and experience prolonged sounds that interfere with fluency in speaking.

It can be concluded that language problems in children aged 5-6 years include various interrelated difficulties, such as limited vocabulary, speech delays, and difficulties in understanding conversation rules and social interaction. Factors such as lack of language stimulation at home, dominance of regional language use, can worsen children's language development. To overcome language problems in early childhood, the storytelling method is considered as one of the effective approaches in developing early childhood language skills. Through stories, children are invited to listen, understand the plot, develop imagination, and learn to express ideas and emotions. Research by (Kakiay & Wigiyanti, 2022) shows that storytelling can improve the speaking skills of children aged 5-6 years, such as distinguishing between questions and commands, repeating stories, and answering questions with the correct pronunciation. Other studies also show that storytelling enriches vocabulary, improves listening skills, and strengthens social and cognitive skills (Zumara et al., 2025).

According to the opinion of (Murgiyanti Murgiyanti et al., 2023) Expressive language skills, such as expressing thoughts and feelings, are also a challenge for some children. They may have difficulty constructing simple sentences with complete structures or understanding concepts in stories. According to (Wahidah & Latipah, 2021) Language disorders in children are found to be the inability or limitations of children to use linguistic symbols to communicate verbally, or delays in language and speech development. According to (Yunia Putri, 2020) Factors such as lack of language stimulation at home, dominant use of regional languages, and less effective learning methods in PAUD can contribute to children's language proficiency problems. There are language problems in children, especially related to receptive language disorders, which refer to a child's difficulty in understanding the language spoken by others. (Hasiana, 2020)

According to (Saputri, 2022) There are language problems among children, such as children's lack of response in answering questions from teachers, children's low self-confidence in telling stories. Meanwhile, according to (Nurhayati,

2024) Language problems in children with speech delays include difficulty understanding conversational rules, such as taking turns talking and maintaining a topic of conversation. Language problems in children include limited vocabulary, speech delays, and difficulties understanding and using language in social interactions. This is exacerbated by a lack of stimulation at home, the dominance of regional languages, and inappropriate learning approaches in PAUD. Early intervention is essential to help children develop language and communication skills so they can interact and function well in society.

Along with the importance of developing early childhood language skills, various studies in the last five years have provided deep insights into methods to support children's language development. One approach that has been widely discussed is the use of storytelling methods in developing language skills in children aged 5-6 years. Research result (Samosir et al., 2023) shows that the storytelling method is effective in improving the speaking skills of children aged 5–6 years, such as constructing sentences, repeating stories, answering questions, naming objects, and expressing opinions from pictures. Research (Lestari & Sari, 2023) shows that the storytelling method is effective in improving the language development of preschool children, including reading, writing, vocabulary, cognitive, and social skills.

According to (Nurelah & Nuraeni, 2024) digital storytelling media effectively improves receptive language in children aged 5–6 years because it is interesting, fun, and without pressure. Teachers also work with parents to repeat stories at home to optimize children's language stimulation. Research results (Setiawati et al., 2023) shows that the application of storytelling methods can improve the language development of children aged 5–6 years. Children are able to repeat commands, construct complex sentences, understand game rules, and show an increase in vocabulary. Research result (Rusmaeni et al., 2024) found that the storytelling method using picture story books effectively improved children's speaking skills at RA As-Shibyan Jurit, with most children achieving a fairly good language development category. While the research (Purnia et al., 2024) shows that the storytelling method has a significant effect on increasing the reading interest of children aged 5-6 years at Marfu'ah Kindergarten Palembang, as shown by the high posttest results. This reflects the role of storytelling in supporting children's language development.

Then in the research (Hartati et al., 2021) The storytelling method has an important role in the development of early childhood language, namely speaking ability, listening ability and vocabulary ability of children, the storytelling method can improve speaking ability for children. Strengthened by Research (Habibatullah et al., 2021) shows that the storytelling method can train the comprehension and increase the vocabulary of early childhood through interaction with peers and adults.

According to (Marcela et al., 2020) Storytelling method can improve the language development of children aged 5-6 years, such as clear pronunciation, understanding the meaning of words, connecting objects with words, and pronouncing sentences that are easy to understand. Finally, in the study (Febe Wahyuni Br. Sihoming et al., 2024) stated that the repeated storytelling method is effective in improving the language of children aged 4–6 years. Media such as

puppets make the story more interesting, easier to understand, and encourage children's involvement.

Previous studies have focused more on improving speaking skills, vocabulary, and receptive language through storytelling, either through print, digital, or other methods. Most studies also focus on developing speaking skills in early childhood in general. Meanwhile, my research more specifically explores teachers' efforts in developing children's language skills through the storytelling method at PAUD An-Nur, Lebong Regency, with the aim of finding out how teachers' efforts are in implementing the method and what supporting and inhibiting factors are faced in the learning process. Thus, this study provides a new contribution in understanding the application of the storytelling method in the context of PAUD in Lebong Regency.

Observations and Interviews at PAUD An-Nur, Lebong Regency showed that some children aged 5-6 years still have difficulty in language, such as telling stories, understanding questions, and participating in storytelling activities. This can affect children's speaking skills, social interactions, and self-confidence. In fact, language skills are important to support social and emotional development, so they need to be stimulated early on according to the child's developmental stage.

Storytelling method can be used to develop children's language skills because it helps enrich vocabulary, train speaking, listening, and social skills. However, in PAUD An-Nur, its implementation still faces obstacles such as differences in mother tongue, lack of children's self-confidence, and unstable emotional conditions. Research on teachers' efforts in developing children's language skills aged 5-6 years through storytelling in the context of PAUD, especially in Lebong Regency, is still limited. Therefore, this research is important to be conducted with the title: "Teachers' Efforts to Develop Children's Language Skills Through the Storytelling Method in PAUD An-Nur, Lebong Regency

RESEARCH METHOD

This study uses a descriptive qualitative approach to describe teachers' efforts in developing children's language skills through the storytelling method.(Safrudin et al., 2023). The study was conducted at PAUD An-Nur, Talang Liak 1 Village, Bingin Kuning District, Lebong Regency, Bengkulu Province. The informants in this study consisted of the principal and teachers of PAUD An-Nur who were selected purposively because they were considered to understand and were directly involved in learning activities. Data collection was carried out through in-depth interviews, observations, and documentation. Interviews were used to obtain information from informants regarding storytelling practices, while observations were conducted to directly see the implementation of the method in the classroom. Documentation was used to support the data obtained, such as photos of activities and learning documents. Data were analyzed using the Miles and Huberman interactive analysis model, which includes data collection, data reduction, data presentation, and drawing conclusions. The validity of the data was tested using source and technique triangulation techniques.

RESEARCH RESULTS AND DISCUSSION

Teachers' Efforts to Develop Children's Language Skills at PAUD An-Nur, Lebong Regency. Storytelling or storytelling method is one of the main approaches that is consistently applied in developing early childhood language skills at PAUD An Nur, Lebong Regency, especially children aged 5-6 years. The application of this method refers to the principles of child language development, which includes important aspects such as stimulating children's interest in speaking, enriching vocabulary, introducing sentence structures, helping understanding of language, and encouraging children to be able to express ideas and feelings verbally. Implementation using picture story books that are read expressively. Facial expressions, voice intonation, and pointing to pictures are used as visual aids to facilitate children's understanding of the story's contents. This approach makes storytelling activities more interesting and enjoyable for children.

In addition, active involvement of children is an important part of the storytelling process. Children are invited to participate through open questions, light discussions, and reflective activities after the story is read. This aims to train the ability to listen, understand, and re-express the contents of the story using their own language. The entire process is carried out in a warm, communicative and caring atmosphere. This supportive learning environment allows children to feel safe, confident and encouraged to use language actively in everyday activities. This holistic and fun approach makes storytelling an effective means of developing children's language skills optimally.

A. Stimulating Children's Interest in Speaking

Observation and interview results show that teachers create a fun learning atmosphere to encourage children to talk. Teachers use cheerful facial expressions, lively voice intonation, and choose interesting stories according to the child's age. Picture story books are also used to attract attention and encourage interaction. Children seemed enthusiastic in participating in storytelling activities, actively answering questions, and were able to retell the story in their own language. This shows that storytelling can stimulate children's interest in speaking naturally and increase their self-confidence. The principal and teachers emphasized that storytelling is not only a medium for telling stories, but also a means of building emotional closeness, which provides a sense of security for children to dare to speak. This finding is in accordance with Vygotsky's Zone of Proximal Development (ZPD) Theory, which states that children's speaking ability develops more optimally if accompanied by adults through temporary assistance (scaffolding). In storytelling activities, teachers act as companions who guide children through meaningful social interactions (Etnawati, 2022). Storytelling not only makes children listen, but also actively respond and speak. Children learn to construct sentences, understand vocabulary, and express themselves verbally through the stories told.

Some theories that underlie the results of this study include that storytelling has been proven to be effective in stimulating children's speaking abilities. (Auliah et al., 2024) states that this method encourages children to be active through questions and answers and retelling stories. (Kartikasari, 2025) adding that storytelling trains children to think verbally and express ideas. (Samosir et al., 2023) found an increase in vocabulary and speaking courage in children who regularly participate in storytelling. This is in line with (Salsabil et al., 2024) which states that

storytelling increases motivation and social interaction.(Apriant et al., 2023)also emphasized that this method arouses children's curiosity and encourages them to ask questions and respond verbally.

Thus, based on the field results, relevant theories, and supported by previous studies, it can be concluded that storytelling is an effective method to stimulate early childhood interest in speaking. Teachers at PAUD An-Nur Lebong Regency have implemented this method in a focused and consistent manner, so that it can increase self-confidence, expand vocabulary, and encourage children to be active in speaking in daily learning activities.

B. Enriching Vocabulary

Enriching vocabulary is important to support early childhood language skills. At PAUD An-Nur Lebong Regency, teachers use the storytelling method to introduce new vocabulary gradually and meaningfully. Observation and interview results show that teachers choose stories that contain new vocabulary, explain the meaning of words in simple language, use pictures to strengthen understanding, and invite children to repeat and use words in sentences. Children are also encouraged to retell the story in their own words, which helps strengthen vocabulary. Teachers consistently introduce new vocabulary through picture books, real objects, songs, and educational games. Repetition in various activities strengthens children's understanding of the words.

This method is in line with the Interactionist Theory which states that language develops through social interaction. Children do not only absorb words, but interpret them through experience and response in two-way communication with teachers. In storytelling, children become active listeners and speakers who build understanding through the context of the story (Hidayat, 2023). The theories underlying the results of this study include which states that storytelling enriches children's vocabulary with the help of visual media(S. Pradana, 2023). Shows storytelling helps understand sentence structure and improves listening skills(Delima et al., 2022).) Emphasizes that storytelling stimulates imagination and expands vocabulary (P. H. Pradana et al., 2024). Storytelling trains creativity and verbal expression. States that storytelling is effective in introducing vocabulary in a meaningful context. It is concluded that storytelling is an effective method to enrich the vocabulary of early childhood. This method strengthens vocabulary understanding through a visual, interactive, and contextual approach that is in line with the child's developmental stage and the theory of language acquisition based on social interaction (Samosir et al., 2023)

C. Introducing Story Sentences

Introducing story sentences is an important effort in developing the language skills of children aged 5–6 years. At PAUD An-Nur, teachers introduce sentences through storytelling by reading picture stories, guiding children to construct sentences based on pictures, and implementing two-way communication. Activities are carried out gradually and routinely, adjusting to the child's language development. Children are encouraged to observe pictures, mention keywords, and then arrange them into simple sentences. This strategy helps children understand sentence structures contextually and improves speaking skills.

The application of this storytelling method is in line with Jean Piaget's constructivism theory which emphasizes that children build knowledge through

direct experience. In storytelling, children learn to construct sentences from pictures as a form of meaning construction (Ulfadhilah, 2021). Meanwhile, BF Skinner's behaviorist theory explains that language skills are formed through stimulus and response, where teachers provide positive reinforcement such as praise or repetition when children construct sentences correctly (Hidayat, 2023).

Supporting research shows that storytelling is effective in introducing sentences gradually. mentioning that picture media helps children understand the content of the story (Dianita et al., 2023). Emphasizes that storytelling accustoms children to hearing neatly structured sentences (Rafiola et al., 2022). shows this method improves understanding of sentence structure. Adding that storytelling encourages children to respond to the sentences they hear and say them back. The storytelling method is effective in introducing story sentences to young children. Through story reading, guidance, and two-way communication, children learn to understand and construct sentences gradually (Kartikasari, 2025). Supported by constructivism and behaviorist theories, storytelling helps build children's language skills and self-confidence as a whole.

D. Understanding Language

Understanding language is an important skill for young children to capture and understand messages conveyed by other people (Nurul Iman, 2021). Teachers at PAUD An-Nur use the storytelling method so that children can understand language in a fun and gradual way. The efforts made by teachers are to create a fun and interactive storytelling atmosphere, use clear and expressive intonation, repeat complex sentences gradually, explain unfamiliar vocabulary or terms and have light discussions after telling the story.

The application of this storytelling method is in line with George Herbert Mead's interactionist theory which states that language acquisition occurs through social interaction. (Hidayat, 2023). In storytelling, there is two-way communication between teachers and children, which makes children not only listen to the story, but also actively interpret and respond to the contents of the story. This process forms children's understanding of the meaning of words and language structures. The theory underlying the results of this study is shows that storytelling improves language comprehension through active preparation and interaction. (Pangestuti, 2020) mentioning that pictorial media is effective for children's linguistic intelligence. Stated that storytelling significantly improves early literacy (Ong & Aryadoust, 2023). mentioning this method strengthens story understanding and answering skills. While confirms the effectiveness of storytelling in improving children's language comprehension and communication (Fajari & Zulkarnaen, 2023).

The storytelling method effectively helps young children understand language in a fun and gradual way. Through two-way interaction, pictorial media, and sentence repetition, children are able to grasp meaning, expand vocabulary, and improve their ability to respond verbally. This approach is in line with the Interactionist Theory which emphasizes the importance of social interaction in language acquisition.

E. Expressing Language

Expressing language is the ability of early childhood to convey thoughts, feelings and desires verbally. At PAUD An-Nur, teachers use the storytelling

method to encourage children to speak and express themselves actively. The teacher's efforts include inviting children to retell the story in their own words, asking open questions that stimulate children to speak, giving children the opportunity to respond freely to the story, encouraging children to create stories from pictures, and giving praise and motivation when children speak (Hadi, 2018).

Based on the results of interviews with teachers at PAUD An-Nur, the storytelling method has been proven to help children express language. Teachers said that children became more active in speaking after storytelling activities. They began to dare to retell the contents of the story in their own sentences, answer questions, and even create simple stories. The teacher also added that the use of expressive images and sounds made children more interested and easier to understand the story. With fun approach, children seemed more confident in expressing their ideas and feelings actively.

The results of interviews and observations are in line with the theory Constructivism Theory from Jean Piaget, which states that children build their knowledge through direct interaction with the environment. In storytelling, children actively construct and revise language structures through stories and pictures. Social interaction between teachers and children is also an important part of the language construction process.

The theory underlying the research results shows storytelling expands children's vocabulary and speaking skills (Sahadatunnisa et al., 2023). Called pictorial media effective in developing linguistic intelligence (Pangestuti, 2020). Proved this method improves children's speaking fluency and sentence structure. Concluded that storytelling increases children's confidence in conveying ideas verbally (Purnia et al., 2024). The storytelling method is an effective strategy to help children express language actively and confidently. With a fun and interaction-based approach, children build language skills through direct experience and exploration, according to the principles of constructivism

F. Supporting and Inhibiting Factors of Teachers in Developing Children's Language Skills at PAUD An-Nur, Lebong Regency

The development of children's language skills at PAUD An-Nur is quite effective despite facing several obstacles. The main obstacles include differences in mother tongue (some children use Rejang), low self-confidence in children to speak, and emotional instability that affects their participation. Learning success is supported by teacher competence and creativity, the use of interesting media such as picture books, a communicative and comfortable learning environment, and cooperation between teachers and parents. The success of language development depends greatly on the teacher's ability to adapt methods, build communication with parents, and create a learning atmosphere that is responsive to the child's needs.

CONCLUSION

Based on the results of research on teachers' efforts to develop children's language skills through the storytelling method at PAUD An-Nur, Lebong Regency, it can be concluded that teachers' efforts to develop children's language skills through the storytelling method are very effective.

There are five main aspects of language skills of 5-6 year old children that have been successfully developed through the storytelling method applied by

teachers at PAUD An-Nur, Lebong Regency. The five aspects of language skills include: stimulating children's interest in speaking, enriching vocabulary, introducing story sentences, understanding language, and expressing language. These five aspects grow optimally through an interactive, fun storytelling approach, and are supported by emotional closeness between teachers and children in the daily learning process.

In the process of developing children's language skills at PAUD An-Nur, obstacles and support are two aspects that go hand in hand. Teachers face obstacles such as differences in mother tongue backgrounds, lack of children's self-confidence, and unstable emotional conditions. However, with the support of a conducive learning environment, teacher creativity in teaching, and the active role of some parents at home, teachers are still able to carry out their roles with full dedication. This support is a force that encourages teachers to continue to innovate and be patient in guiding the language development of early childhood children.

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